



LOWELL PUBLIC SCHOOLS
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To: Liam Skinner, Chief Schools Officer
From: Abigail Anderson
RE: Doctoral Research Proposal, Maggie Moriarty
Date: February 16, 2022

Maggie Moriarty, is an English teacher at Lowell High School, and is enrolled in a doctoral program at UMass Lowell's Leadership in Education. A requirement of the program is to complete a dissertation-in-practice research study. Ms. Moriarty's objective of her research is to explore what teachers discuss during PLC meeting time and why. Additionally, this study hopes to identify teacher conversations that inhibit or support changes to instructional practice. This study will draw on data from PLC meeting observations, teacher interviews, and collected document analysis.

Ms. Moriarty's study will draw on data from PLC meeting observations, teacher interviews, and collected document analysis. I will conduct observations of 3 separate PLCs (9 observations total) at three different high schools randomly selected by the principal. Following observations, I will randomly recruit a minimum of 2 teachers to interview from each PLC at all sites (minimum 18 interviews total).

The results from this case study may highlight a more coherent approach to strategies designed to increase productivity in teacher dialogue for all communities. This case study aims to address the gap between theory and practice in observing how teacher dialogue influences the fidelity of PLC implementation in secondary institutions. Overall study findings will be shared with the principal of the three different high schools, the Superintendent of Schools and Chief Schools Officer.

The work conforms with Policy LC. I recommend approval by the school committee.